Long Range Interpretive Plan

Klondike Gold Rush National Historical Park

Seattle, Washington

National Park Service—Department of the Interior

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Table of Contents

Introduction

Comprehensive Interpretive Planning in the National Park Service

In 1995, the National Park Service adopted a unified planning approach for interpretation and education. This approach took proven elements of interpretive planning and combined them. At the same time, responsibility for interpretive planning shifted to the parks. The Comprehensive Interpretive Planning (CIP) process became the basic planning component for interpretation and was incorporated into park service guidelines (see Director's Order 6).

What is a Comprehensive Interpretive Plan?

The CIP is a tool designed to help parks make choices, and is written to provide guidance to park staff. It helps them decide what their objectives are, who their audiences are, and what mix of media and personal services to use. Although the CIP as defined in DO 6 is composed of specific elements, it should be clearly stated that any good planning is customized to meet an individual park's needs, conditions, and situations. The CIP is not a recipe; rather it is a guide to efficient, effective, goal-driven planning. The product is not the plan, but an interpretive program that achieves management goals, provides appropriate services for visitors, and promotes visitor experiences. While it considers past interpretive programming, it is primarily a forward-looking document that concentrates on actions needed to create or sustain a vigorous and effective interpretive program for the future.

Responsibility for procuring interpretive planning rests with park superintendents and each park should update the CIP as frequently as circumstances require. It can and should evolve to address new challenges and maintain relevance to park management efforts.

What is a Long Range Interpretive Plan?

The heart of the CIP is the Long Range Interpretive Plan (LRIP). Almost everything else is tied to it. The LRIP defines the overall vision and long term (5-7 years) interpretive goals of the park. The process that defines the LRIP encourages development of targeted, realistic strategies and actions that work toward achievement of the LRIP's goals.

A facilitator works with park staff, partners, and outside consultants to prepare a plan that is consistent with other current planning documents.

Part 1 of the LRIP establishes criteria against which existing and proposed personal services and media can be measured. It identifies themes, audiences, and

desired experiences. Within the context of Government Performance and Results Act (GPRA) requirements, it lists results-oriented strategic goals and poses management issues that interpretation might address.

Part 2 describes the mix of services and facilities that are necessary to achieve management objectives and interpretive mission. It identifies promising partnerships and includes an Action Plan that plots a course of action, assigning responsibilities and offering a schedule of activity.

When appropriate, Appendices provide more detailed discussions of specific topics.

The Annual Implementation Plan and Interpretive Database

The completed LRIP is a critical part of the CIP, but it does not stand alone.

Actions in the LRIP are divided into annual, achievable steps and reproduced in the Annual Implementation Plan (AIP), the second component of the CIP. Creating annual plans via this "stepping-down" of the LRIP simplifies much of a park's annual planning process.

The third component of the CIP is the Interpretive Database (ID), a compilation of information, including interpretive media inventories, the park's strategic plan, enabling legislation, visitor surveys, interpretive reports, and a bibliography.

Part 1

Background

Park Purpose & Significance

Park Purpose

Park purpose summarizes the reasons a particular park or park unit was included in the National Park System originally, and how that purpose may have evolved over time.

Public Law 94-323, passed by Congress on June 30, 1976, established Klondike Gold Rush National Historical Park "in order to preserve in public ownership for the benefit and inspiration of the people of the United States, historic structures and trails associated with the Klondike Gold Rush of 1898." The law also stated that the location of the Seattle unit of the park "shall be within the Pioneer Square Historic District."

Beginning with this general statement of purpose, workshop participants explored the specifics of how it applied to the Seattle unit of the park beginning with a discussion of the actual resources and associated stories implied by "historic structures and trails." The reference to Pioneer Square clearly connects the park unit to a specific section of Seattle. Pioneer Square becomes a vehicle for introducing the role that Seattle played as a gateway to the Klondike, supply depot, and critical decision point in the lives of individual stampeders. It opens the door to a discussion of the immediate as well as the longer term and widespread legacy of the Klondike Gold Rush.

Workshop participants also suggested that the Seattle unit should play a role in civic engagement, encouraging dialogue with the public and the academic communities via public programs, partnerships, cooperative activities, and research, and enlisting their aid in the preservation and responsible stewardship of Pioneer Square's gold rush era structures. And, as part of the National Park System, the unit should function as an introduction to the national park idea.

Park Significance

To determine park significance, workshop participants completed the following sentence. The Seattle unit of Klondike Gold Rush National Historical Park is nationally significant because…

> it is located within the Pioneer Square Historic District, an intact late 19th and early 20th century concentration of commercial buildings linked to the Klondike Gold Rush.

many of the institutions that supported the Klondike Gold Rush and the stampeders who participated, still exist in, or can trace their history to, the Pioneer Square area.

the history of Seattle and its peoples, as well as the city's surviving infrastructure and archival materials, combine to illustrate and provide a vehicle for the study of the immediate and long-term impacts of the Klondike Gold Rush.

it opens the door to a wide variety of compelling human stories—discovery and adventure, hardship and persistence, opportunism and greed, to name a few—and illustrates the diversity of individuals who make up the American (and the Canadian) mosaic.

Interpretation in Planning Documents

Several existing planning documents include recommendations for the development of interpretive programming. It is useful to include summaries of those ideas for reference.

General Management Plan

In 1996, the National Park Service completed a General Management Plan (GMP) for both the Skagway and Seattle units of Klondike Gold Rush National Historical Park. Several management objectives included in the plan relate to interpretation.

According to the GMP, the Seattle unit will…

> provide the highest quality personal services interpretation, as well as non-personal services such as exhibits and audiovisual programs of park themes.

> maintain a coordinated effort with the Alaska unit of the park and our Canadian counterparts in accomplishing mutual goals.

> broaden public awareness and use of the park through increased outreach and off-site activities. This includes the planning, development, and implementation of an education program.

> expand youth group activities to include leadership training and information services.

In order to address identified issues, the GMP recommended…

> the long term acquisition of a structure within the Pioneer Square National Historic District that will serve as a permanent visitor center.

> improved interpretation and exhibits that reflect the park's primary themes. Although the GMP did not identify the park's themes, it cited the park's 1976 Master Plan.   According to the Master Plan, "the Seattle unit will provide an overview of the entire epic with the major interpretive theme being the impact of the gold rush on life in the contiguous 45 states and three territories during the rush, with a focus on gathering social, economic, and technological data explaining the similarities and distinctions between the Klondike Gold Rush and other various gold rushes." New exhibits "would lead the visitor from the pre-rush era into the excitement of Klondike fever and would also highlight the Klondike legacy." Interpretive media would be added to reflect the cultural diversity

of the Klondike Gold Rush, as well as the dramatic effect the Klondike Gold Rush had on Seattle as a community and major trade center.

an interpretive plan for the Pioneer Square District. The GMP specifically mentioned wayside exhibits, walking tours, special events, and programs "in and around Pioneer Square."

improved coordination between the Seattle Unit, the Skagway Unit, and Parks Canada. The "widely separated park staffs need a more efficient, effective exchange of information about park management, interpretation, and public use interaction."

an increase in permanent staff and park volunteers to support educational outreach programs and interpretive operations.

waterfront interpretation in Seattle and at the Alaska ferry terminal in Bellingham.

Interpretive Prospectus

An Interpretive Prospectus (IP) approved in 1981 suggested that the following topics would be appropriate for interpretation in Seattle…

the discovery of gold

outfitting and packing

reaction to the news of discovery

publicity of the gold rush

voyage to Alaska

effect of the gold rush on Seattle

The interpretive objectives identified in the IP stated that the Seattle unit will…

provide orientation to inform visitors about the location and primary purposes of the four units of Klondike Gold Rush National Historical Park.

provide basic information on the interpretive themes to all park visitors, and provide opportunities to acquire more than just basic information to those who wish it.

direct the major interpretive emphasis to an in-depth treatment of the impacts the Klondike Gold Rush had on the city of Seattle.

provide detailed information about preparations, travel, and safety to visitors who intend to visit the Alaska units of the park.

maintain the integrity and interpretive quality of visitor services through continued communication and coordination of effort with the Alaska units of the park.

Government Performance & Results Act

The Government Performance and Results Act (GPRA), enacted in 1993, requires federal agencies to establish standards for measuring performance and effectiveness. The law requires federal agencies to develop strategic plans describing their overall goals and objectives, annual performance plans containing quantifiable measures of their progress, and performance reports describing their success in meeting those standards and measures.

The following mission goals were prepared as part of a process required by GPRA. Annual plans prepared by the unit will establish benchmarks for visitor satisfaction, visitor understanding, and partner participation and should be consulted during the annual review of this LRIP.

Mission Goal IIa: Visitors safely enjoy and are satisfied with the availability, accessibility, diversity, and quality of park facilities, services, and appropriate recreational opportunities.

Mission Goal IIb: Park visitors and the general public understand and appreciate the preservation of parks and their resources for this and future generations.

Accessibility

NPS policy mandates that interpretive programming be developed in accordance with Director's Order 42 and the Harpers Ferry Center programmatic accessibilities guidelines in Appendix 1.

Existing Programs and Facilities (2003)

As of 2003, the Seattle unit of the park provides a variety of interpretive programs using several types of interpretive media.

Visitor Center

The current Visitor Center is temporary. It includes exhibits, changing exhibit space, auditorium, information desk, and sales (Northwest Interpretive Association). Several audiovisual programs, all related to the Klondike Gold Rush, are available upon request:

> *Days of Adventure: Dreams of Gold (27 mins.)*
> *Seattle: Gateway to the Goldfields (15 mins.)*
> *Hiking the Chilkoot Trail (15 mins.)*

During the life of this LRIP, the NPS will complete the rehabilitation of a permanent facility with new exhibits and AV.

Publications

The park has a "unigrid" brochure designed to serve the needs of both the Seattle and Skagway units of the park.

A Historic Resource Study has been prepared for the park, and a history of Pioneer Square.

Talks and Tours

From June – August, the following programs are offered on a daily basis:

a). Pioneer Square Walking Tour (1 hour). Once per day, twice if there is significant demand

b). Ranger Program (1/2 hour). Once per day

c). Placer mining demonstration (20-30 mins.). Twice per day

d). AV programs are shown on the "bottom" of the hour.

e). Informal interpretation upon request

f). Trails & Rails volunteer guides present cultural & natural history information to passengers aboard Amtrak's *Empire Builder* & *Coast Starlight* routes

Outreach

Offsite programs are occasionally presented to groups who request them.

Educational Program

The unit has developed a resource guide that provides compact historical narratives on the National Park Service as well as the Klondike Gold Rush. It cites books appropriate for young readers and resources for educators.

Educational Programs are presented to students in grades K-12. Programs last approximately one hour, and consist of an exhibit tour/talk, placer mining demonstration, and an audiovisual program. Occasionally staff provide walking tours of approximately 1/2 hour to school groups.

The park prepared a "Teaching with Historic Places" package.

Interpretive Themes

What are Interpretive Themes?

Interpretive themes capture the essence of a park's significance. They are a park's most important stories and represent core messages that every audience should have the opportunity to hear.

While interpretation of any park could touch upon many stories, focused themes increase effectiveness. When well conceived, they explore the meanings behind the facts. They open minds to new ideas and perhaps to multiple points of view. When linked to commonly held emotions or universal human experiences (compelling stories), themes encourage audiences to discover personal relevance.

Primary Themes

Topic 1: What was the Klondike Gold Rush?

Interpretive Theme Statement

The discovery of gold precipitated a large, sudden migration of diverse peoples, with a variety of motivations, across the border into Canada and on to the gold fields of the Klondike.

Content

This theme answers basic questions about the Klondike Gold Rush—what it was, when it happened, who participated and why, how participants traveled, etc. It reminds audiences that the gold rush was an international phenomenon.

Topic 2: Seattle Supplied the Rush

Interpretive Theme Statement

As stampeders flooded the city, Seattle merchants and entrepreneurs met the sudden, huge demand for lodging, entertainment, transportation to the north and, most importantly, for supplies needed to survive the difficult, isolated existence that awaited in the Klondike.

Content

This theme focuses on the economic role played by Seattle, and places the growth of Seattle's economy in the context of the economic depression that prevailed in the United States prior to the gold rush. It interprets the many types of

entrepreneurs who found ways to make money off the stampeders and helps audiences to understand the bulk of supplies, the "ton of goods," that Canada's Mounties required for passage to the gold fields.

Subtheme: Seattle Wins the Competition

Interpretive Theme Statement

A vigorous promotional campaign, combined with geographical advantages, allowed Seattle to grow rapidly and reap substantial profits as a primary gateway, and last safe haven, for stampeders off to the Klondike.

Content

This theme focuses on the natural benefits of Seattle's geography plus the highly successful marketing campaign waged by local entrepreneurs. For comparison, it introduces other routes to the Klondike. It places Seattle into context as a critical decision point for many stampeders—after the relative familiarity and comfort of Seattle, the Klondike loomed as a great unknown.

Topic 3: Impacts on People

Interpretive Theme Statement

The ethnic and cultural diversity found in both the stampeders and Seattle's entrepreneurs led to different outcomes for the various participants.

Content

This theme focuses on the impacts that the Klondike Gold Rush had on the lives of individuals. It looks at these impacts from a variety of perspectives and in the process encourages discussion of the ethnic and cultural diversity of both the stampeders and Seattle's entrepreneurs. It acknowledges that the Klondike Gold Rush, like all historical events, meant very different things to different participants. Not restricted to a single era, this theme interprets the personal outcomes of the Klondike Gold Rush over time and to the present.

Topic 4: Tracing the Legacy

Interpretive Theme Statement

Because the history of Seattle and the surviving buildings of the Pioneer Square Historic District are so entwined with the Klondike Gold Rush, Seattle is an

excellent place to begin the search for the long-term impact of the gold rush and to take the first step in a quest that leads around the world.

Content

This theme builds upon Pioneer Square's intricate association with the Klondike to explore the long-term impact of the gold rush. Pioneer Square, as a physical setting for Klondike Gold Rush activity, helps to recreate and bring to life in the visitor's mind the mix of commercial and residential activity that existed in the area during the flush of gold rush fever.

However, this theme reminds us that the legacy of the Klondike Gold Rush also is woven into the fabric of national and international history and culture. It is present in the oral and written traditions of countless families living throughout Seattle, the United States, and Canada. It identifies threads that can be followed from 19th century Seattle to surprising locations all around the world, and explores how the gold rush has found its way into art, literature, and popular culture.

Topic 5: A Special National Park

Interpretive Theme Statement

The Seattle unit of Klondike Gold Rush National Historical Park is a special kind of national park with unusual opportunities and challenges.

Content

This theme focuses on the basic nature of the Seattle unit. It stresses the need for interpretive partnerships that integrate the limited footprint of the unit's visitor center into its immediate surroundings. It explains how the unit can serve as a gateway to the other parks of the Pacific Northwest. It recognizes the international character of the Klondike Gold Rush and its far-flung legacy, and explains how the park's story reaches beyond the boundaries of any single building, historic district, or city. This theme explores how the unit depends upon community involvement and works with partners to develop civic pride.

Desired Audience Experiences

In addition to the themes that the unit hopes to communicate, it is important to think about the nature of interactions with targeted audiences. What will the initial contact with the unit be like? How will audiences be oriented? What activities and programs can the unit provide that will reinforce its themes? How can audiences actively participate in learning? Are there ways to encourage reflection and inspiration? What will create positive memories and nurture stewardship and support?

Characteristics of a Successful Visitor and Interpretive Center

Since development of a permanent visitor center and new, complementary interpretive exhibits and AV will fall within the 5-7 year life of this LRIP, workshop participants developed a list of characteristics common to successful visitor centers. The new unit facility will…

> be easy to find, accessible to common forms of transportation including school buses, well publicized, well signed, and enticing from the exterior.

> make visitors feel welcome and address normal needs for physical comfort.

> allow visitors to find information about interpretive media, programs, and activities quickly. It will clearly present options for basic, in-depth, and accurate information, and suggestions for visiting efficiently and coherently, including self-guided options.

> integrate basic information (data points) that helps visitors establish context, answer commonly asked visitor questions, and move beyond the myths and misconceptions associated with the Klondike Gold Rush.

> give the visitor an appropriate degree of control over the pace and extent of the on-site visit.

> present primary stories in a variety of ways that acknowledge different learning styles including interactive, hands-on interpretive media, carefully designed to reinforce the unit's themes.

> use AV effectively by focusing on dynamic stories with emotional impact.

> display three-dimensional objects, including some that are "authentic," with direct links to interpretive themes.

provide access to the contents of primary sources like letters, diaries, news reports, and photographs in order to humanize the past and provide entrée into human emotions.

help visitors envision another time and place.

help visitors answer the So what? question by exploring the legacy and continued relevance of the Klondike Gold Rush.

encourage thought and analysis of park themes, perhaps by stressing human emotions (greed, adventure, separation from family) and personal choice (would you go?) or by following a process linked to park themes (buying supplies or booking passage, for example).

provide opportunities for visitor dialogue, feedback, reactions, questions, shared knowledge, and cumulative, repeat visits.

provide materials (publications, AV, reproductions) that follow-up and extend the on-site experience.

suggest links to theme-related sites, particularly in the city, encourage and facilitate visitation to these sites, and provide visiting information.

provide disabled people with access to all facilities and interpretive content (see Appendix 1 for programmatic accessibility guidelines).

Characteristics of a Successful Unit Visit

The new visitor center is only one facet of a unit visit. In addition, interpretive media and programming, including activities of partners, will…

link the surrounding Pioneer Square Historic District, the nearby waterfront and, where appropriate, other neighborhoods to the unit's themes.

link the Seattle and Klondike Gold Rush stories.

introduce the human diversity of gold rush participants, and remind audiences of the international character of the migration.

elicit a range of human emotions associated with the decision to leave Seattle for the unknown— excitement and adventure, opportunism and greed, uncertainty and misgiving.

link other Seattle attractions and museum collections to the unit's themes.

provide access to interpretation beyond normal visiting hours of the visitor center.

Educational Programs

The GMP recommended development of an educational outreach program, and workshop participants focused specific attention on the form that educational programming should take in the future, including ways to ensure that the new visitor center is useful for school groups.

Four Levels of Materials

Workshop participants concluded that the park's educational program should have four levels—one for elementary grades, one for middle school, one for high school, and one for adult learners. Contact in multiple grades would have the effect of reaching students as they proceeded toward their high school dilpoma rather than depend on a single elementary school contact. Adult programs would re-engage students in college and beyond.

In the past, because elementary school students study Washington state and Northwest history, they have been the focus of attention. That should continue. However, the older students provide opportunities for additional programming at more advanced levels. Students in middle and high school could study the gold rush as one of the many "movements" that characterize U.S. history. High school and college students often complete specialized projects or perform community service that could dovetail with the park's needs. Other adult students, like elder hostel participants, enjoy learning in non-traditional settings.

The teachers who aprticipated in planning workshops felt that while they could address topics 1-4 in elementary, middle, and high school grades, they would use people stories to introduce each story. They suggested that park carry primary responsibility for addressing topic 5.

The park needs to take the lead in developing materials to support several of the four levels education, with partners leading development at other levels. For example, the most important immediate park responsibility involves developing the educational potential of the new visitor center and the on-site classroom. This is a clear park responsibility, as is the expansion of the park's website as a resource for educators. Other materials, including curriculum that uses the park as a teaching tool, should be developed by educational partners with park support. Finally, while the park also will continue to provide teachers with "traveling trunks," addtional off-site or outreach programs that take the park into classrooms will be planned only when funding ensures a sustainable program.

Using the Visitor Center for Educational Groups

Workshop participants suggested a variety of ways to make the new visitor center useful to educators. For example, they all felt that the visitor center should use sensory experiences to provide a sense of place—period ambiance, recreated settings, sounds and music. It should provoke curiosity and interest. It should include hands-on devices that support the park stories. Three-dimensional displays would appeal to students and supporting materials would help teachers maximize the learning potential of the building's contents. It should respect, and whenever possible, be flexible to accomodate different age groups and learning styles. A limited number of large images with layered text, accessible to a wide range of reading ability, would work better than lots of small images and text. A glimpse of "underground" Seattle would be an added plus. Assuming solid content development, the visitor center should be fun.

The group provided a variety of examples to illustrate an activity-based approach to learning in the visitor center. They suggested opportunities to dress-up in reproduction clothing; a photo studio with period setting and clothing; and trunks filled with supplies like those purchased by stampeders.

An on-site classroom would be an extremely useful component of the visitor center experience. It should be colorful and fun. It should be carpeted with storage for program materials, including hands-on props. It might include a small stage for student-produced programs, and a display area to show student-made projects. Staff must be available to work in a coordinated fashion with teachers and parents; workshop participants felt that the presence of uniformed staff was critical to the overall effectiveness of an on-site experience. It might provide space for groups to eat lunch. Computer access somewhere in the visitor center should be considered. The park must be careful to ensure that all materials provided on-site must support the primary themes and mesh with pre- and post-visit materials.

The on-site visit needs to have component parts that help larger groups to divide into smaller groups. In other words, some students with parents might use the classroom while other see the exhibits and AV programs while a third group takes a walking tour of Pioneer Square.

Integration of Pioneer Square

Pioneer Square should be treated as an outdoor classroom. Whenever possible, a tour of Pioneer Square, added to a visit to the visitor center and classroom, would add an immersion experience illustrating the continued relevance of past events.

Use of Database

The NPS has gathered a considerable amount of information about Pioneer Square and developed a computerized data base. Additional information will be collected during the preparation of visitor center exhibits and AV. Public access, and in particular educator and student access, to these materials remains a goal.

Educator Consultants

The park needs to develop a group of educators who can offer on-going advice on programming and expertise in addressing teacher/student audiences. The group needs to include teachers, curriculum specialists, and university professors. The mechanisms for on-going interaction need to be creative and avoid total reliance on meetings.

Characteristics of a Curriculum-based Educational Program

A well planned curriculum-based educational program will have the following six characteristics...

> The program must be relevant to the resource and address the park's interpretive themes. This way the program becomes mutually beneficial to both the park and the organized group.

> The program must address the learning needs of the target audience. School districts in every state are addressing education reform. Teachers need to be sure that their time is spent on helping students achieve the state required standards for learning. The park needs to work with these standards to identify the connections between resources/themes and the standards of learning. This knowledge will help the park target the appropriate grade level or levels and help to again create a mutually beneficial program that meets both park and school needs.

> The program needs to be developmentally appropriate for the target audience. A one size fits all approach does not work with organized groups, which are mostly school groups. It is difficult to develop a program that will meet developmental needs for grades 4, 8, and 11. A program that is too difficult will frustrate younger students; a program that is too simple will not be sophisticated enough for older students.

> Many parks do not have the expertise on staff to address developmental needs and create appropriate materials and activities for students. Parks need to work with educational group leaders in the development and implementation of curriculum-based programs. Many parks have benefited from partnerships with individual schools or

school districts in the development of the materials and activities for curriculum based programs.

Curriculum-based programs extend learning beyond a single experience either in a park, on the Internet, or in an outreach program in a school. Pre-visit and post-visit activities extend learning and help to incorporate the park experience into the larger context of a unit of study in the school.

Evaluations need to be conducted both in the developmental and testing phase as well as in the full implementation phase. Parks need to know what works and what does not work. In developing a program, part of that development should focus on a plan for evaluating the program itself as well as the learning outcomes. To assist parks in evaluating their programs, they should look at *Assessing Parks as Classrooms®: A Model for Program Evaluation* and go on-line to review the *Social Science Surveys and Interviews in the National Park for the National Park Service: A Guide to NPS and OMB Approvals.* Both of these tools will help parks think about why evaluation is necessary, what evaluation can inform, and how evaluation will help to improve a program.

For additional information about curriculum-based programs, parks can review *Programming for School Groups: An Interpreter's Guide*. In addition, Reference Manual 6 for DO 6 will have an Education Chapter.

Audiences

Existing Audiences

Most of the unit's 60,000+ visitors are adult Americans, but many foreign nationalities are represented.

Anecdotal evidence suggests that the majority of on-site visitors are from out of this area.   Several active tour companies bring their clients to this park.

4,000-6,000 school children per year attend the unit's education programs

5-7 Year Focus

The intended audiences for interpretive programming can have an important impact on the interpretive programs and techniques recommended in this plan. In order to focus valuable resources of staffing and budget, workshop participants discussed both existing and potential audiences and suggested that the following groups should receive priority, in the order listed below, over the next 5-7 years.

1. Interpretive partners who tell related stories. Cooperation is critical because so much of the park's story lies beyond the walls of the visitor center and the limited number of artifacts in the NPS collection.

2. Diverse communities in the city who have direct links to the Klondike Gold Rush story. These audiences are particularly important given the changing demographics of the region.

3. High school teachers and students.

4. Out of town visitors, including cruise ships.

5. Audiences who use the Internet or distance learning.

6. Audiences interested in specialized subjects linked to the park's themes, particularly those interested in gold rush history and national parks.

7. Immediate neighbors (both residential and commercial) of the unit, particularly Pioneer Square.

8. College professors, students, and researchers.

9. Leaders/planners of elder hostel programs and similar educational groups.

10. Third-sixth grade students and teachers.

Issues Affecting Interpretation

The unit has many assets upon which it can build an effective interpretive program including an evocative sense of place, compelling story, supportive partners, and professional staff.

However, like any park it faces challenges as well. Depending upon program design, interpretation can build on the unit's strengths to help solve park management problems and overcome obstacles to park/audience interaction.

In addition to the focused content, identification of targeted audiences, and delivery of certain types of audience experiences that are addressed elsewhere in Part 1, workshop planning sessions should consider the following issues and challenges, and seek interpretive solutions whenever practicable.

The Move

The move into a new visitor center will dramatically affect the unit's interpretive program during the life of this LRIP. This new facility will change not only the location of the unit, it will provide significant new opportunities for non-personal interpretation. Unit staff must develop a proactive strategy that will facilitate the move, identify what services can be sustained amidst inevitable dislocation, and re-establish identity and visibility in the new setting.

Identity, Orientation, & Wayfinding

Many in the city and region do not know the unit exists or they lack a clear understanding of what the unit has to offer. The move to a new visitor center will temporarily complicate this lack of identity even as it provides a vehicle for publicity that can heighten the unit's (and NPS) visibility in Seattle. Even after the move is complete, available changing exhibit space, additional interpretive programming, and a re-designed website can continue the process of identity-building.

ORIC (Outdoor Recreation Information Center)

Already in existence, ORIC provides information about a variety of recreational opportunities in the region. It is an example of a successful partnership of agencies, pooling resources to serve visitor needs. There are, however, organizational issues related to the role that the unit will play in supporting ORIC in the future.

Divisions & Connections

Interpretation of the Klondike Gold Rush relies on widely scattered resources. Its story is international and its legacy reaches around the world. The challenge is to bridge the divisions and stress the connections. The Seattle unit, for example, must be linked to larger citywide, regional, national, and international stories. Individual stories of people and places must be enriched with appropriate context. Heightened cooperation among partners may suggest new ways of doing business. Most of all, the traditional concept of a park, limited by strict boundaries or by the walls of buildings, needs to be reexamined and expanded to match the interpretive possibilities of the unit's potential.

Creating Dialogue

Many of the unit's audiences have information about the Klondike Gold Rush, particularly its legacy, that they would like to share. Creating an environment that encourages appropriate dialogue could prove beneficial to the long term preservation of the unit and its interpretive stories.

Curriculum-based Education

Future participation of unit staff in curriculum-based education needs to be determined. The unit needs to work with educational partners to link educational standards to all unit-produced materials, and to design, produce, and distribute new materials and experiential opportunities for high school groups.

Staffing

Given the interest in linkages with partners, and the possibilities for expanding the interpretive story beyond the four walls of the unit's new visitor center, the NPS needs to define roles for partners, for the increased use of volunteers, and for a "Friends" group. It must also increase cooperation among NPS staff and engage in innovative position management.

Welcome

Given growing population diversity in the region and nationwide, visitors to the unit need to feel welcome. This includes seeing staff and volunteers who "look like" them.

Safety

The physical location of the unit's visitor center (existing and new), in an urban area with a visible homeless population, raises questions of safety in the minds of some visitors and potential visitors. Clearly this is an issue that can only be

addressed with cooperative efforts on the part of the city, area civic associations, residents, and businesses.

Collections Policy

With new interpretive exhibits on the horizon, the unit should revisit and confirm or revise the scope of the unit's small collection of artifacts and documents. If appropriate, the unit might initiate contacts with interpretive partners for additional artifacts for display.

Rails & Trails

The unit is currently involved in a Rails and Trails program. Given other demands on staffing and unit resources, the unit may need to reassess participation.

Part 2

Actions

Interpretive Program Description

Organization

After reviewing the contents of Part 1, park staff identified the following areas of focus for the next 5-7 years. These are important areas that have not been adequately addressed in the past or that, because of changing conditions, will require significant attention in the near future.

During the life span of this interpretive plan, the park needs to…

1. Address the changes inherent in the move from the existing visitor center to the new facility in the Cadillac Hotel (as early as 2004) including a new mix of interpretive media designed to address the themes identified in Part 1. As part of the new mix, the park needs to develop programming and media that demonstrate the special nature of the park by expanding beyond the visitor center and integrating the park's story into Pioneer Square and the Seattle waterfront.

2. Use the move to the Cadillac Hotel to reintroduce the park to the Seattle region, demonstrate the park's relevance to the region, and heighten NPS identity.

3. Strengthen the connections among theme-related interpretive partners and accommodate the geographic distances that are part of the park's story.

4. Strengthen the park's educational programming and develop a new vision for how the park will communicate and interact with educators and students.

Actions to Prepare for the New Visitor Center

Space Assessment –Theme Development

~~Given limited space in the new visitor center,~~ Park staff reviewed the themes identified in Part 1 and discussed how each would be addressed in the new visitor center.

The consensus of the group was that while all five of the themes would be introduced, ~~only~~ two topics (Topic 2: Seattle Supplied the Rush and Topic 4: Tracing the Legacy) will be interpreted in greater depth via exhibits inside the visitor center.

In addition, Topic 1: What was the Klondike Gold Rush? will be addressed via interpretive exhibits then explored in much greater detail in a new audiovisual program.

The themes that addressed the people stories of the gold rush (Topic 3: Impacts on People) and the special nature of the park (Topic 5: A Special National Park) would be mainstreamed, i.e., woven into the interpretation of topics 1, 2, & 4.

~~This approach to themes requires exhibit space only on the first level of the building plus additional space to provide information (brochures) related to interpretive partners~~.

Space Assessment—Other Visitor Service Needs

Workshop participants also identified the need for several other types of spaces in the new visitor center:

> Arrival, entry space where visitors can get oriented and understand what the visitor center has to offer.

> Space for a visitor contact station/desk.

> Space for cooperating association sales, storage, and "office" for counting money, etc.

> Educational or classroom space.

> Space for a fixed seat theater for audiovisual programming and meetings, perhaps with period ambiance.

> Space for gathering groups that can also serve as space for small changing exhibits (perhaps in the theater's foyer).

> A restored, refurnished room on the hotel's second floor.

> Access to the "underground" adjacent to the hotel.

> Space for staff—changing area, offices, program preparation, curatorial tasks, and library.

> Rest rooms.

Steps to Create New Exhibits & Audiovisual Programming

Creation of exhibits and other complementary media for the new visitor center will require the focused attention of park staff working with regional specialists and contract designers. Under normal circumstances, new media on the scale anticipated would take two years to research, plan, prepare, and install. During that two-year period, park staff should be prepared to…

- Dedicate a minimum of 1 FTE to project support. Tasks will likely include:

  Preparing an inventory of park resources—photos and other images including any rights that dictate use, background history, sources of information and materials, location of artifacts, and identification of scholars or historical advisors.

  Serving on the planning and design team—reviewing draft texts and layouts, helping select images, providing suggestions on ideas that work, and providing information on visitors.

See Appendix 2, the Media Development Process, for more information on the steps in interpretive media development.

Alternative Scenario

The move from the existing visitor center in rented space to the new visitor center in the Cadillac Hotel requires careful coordination. Ideally, completion of work on the Cadillac Hotel building would coincide with installation of new interpretive media. Since it is unclear that the schedules of these separate projects can be meshed precisely, workshop participants identified actions that might be needed if the building is complete but the interior exhibits are not. In that case, staff will…

- Work with Historic Seattle to plan for a public opening that celebrates the restoration of the hotel.

- Set up an information desk/contact station in a portion of the building that has access to the theater ~~on the lower level.~~

- Create attractive but inexpensive exhibits that focus on the NPS plans for the building.

- Create a gathering place for groups that staff or partners will take on exterior walking tours.

- Increase the number of walking tours and experiment with new tour ideas and themes. Develop tours that greet visitors arriving by ship.

- Develop a strategy to use staff efficiently during the transition. Use the theater space on the lower level for a variety of programming activities and experiment with new programming ideas. Offer staff to partners to maintain NPS visibility and expand staff knowledge of partner operations.

- Continue the park's educational programming, perhaps with more off-site visits and/or more programs that focus on the Pioneer Square neighborhood and Seattle waterfront.

- Install temporary changing exhibits in the theater's foyer space.

- Offer a limited number of sales items.

New Mix of Media and Expansion Beyond the Visitor Center

In order to communicate the park's themes and expand interpretation beyond the walls of the visitor center, park staff will use a variety of interpretive media and programming.

Audiovisuals

Park staff will…

- Help develop an audiovisual program that puts Seattle and the Klondike Gold Rush into historical context. This new program will connect the pieces of the story, weave each of the themes into a coherent narrative, and suggest connections to other sites. It provides an excellent opportunity to address Topic 1 (What was the Klondike Gold Rush) in an evocative way. Steps in the development process will mirror those involved in exhibit development. Many materials will be useful for both projects.

Exhibits

Park staff will…

- Work with exhibit designers to develop exhibits for the visitor center that answer the most basic questions about the gold rush in an enticing and engaging way. Planners should consider audio and interactive techniques, integrated into exhibits.

- Work with exhibit designers to create exhibits in the visitor center that will interpret the nature of supplies and services available to stampeders in Seattle (Topic 2). Exhibits will explore not only what stampeders purchased but also why the supplies were necessary and place cost into

context. Authentic items (artifacts, photos, advertisements, diaries or written accounts, etc.) will represent the "ton of goods" that stampeders purchased and reflect the sense of excitement that prevailed in Seattle. Reproduction items could be used for hands-on experiences (try on clothing or lift bags/boxes of supplies).

- Work with exhibit designers and Historic Seattle to interpret the Cadillac Hotel, site of the new visitor center, as an example of the services (lodging) needed for stampeders. Possibilities include exhibits and/or a restored and refurnished room on the second floor.

- Work with exhibit designers to create exhibits in the visitor center that will provoke visitors to think about the nature and scope of the gold rush legacy (Topic 4). A map or some similar device will present the scope of the legacy visually.

- Ensure that human stories and the impact of the gold rush on individual lives are an integral piece of all media and programming (Topic 3).

- Work with exhibit designers to make the new visitor center a "gateway" to information about the National Park System. Interpretive media should explain the mission of the NPS, identify the park as an NPS unit, and explain connections to other NPS sites (Topic 5).

- Work with exhibit designers to make the new visitor center a source of information about other sites and attractions in the Seattle region, particularly to other national parks and to theme-related partners. Options could range from brochure display to interactive devices.

Tours

Park staff will…

- Develop both guided and self-guided tours of thematically related Seattle resources, particularly of suppliers and service providers housed in Pioneer Square. Use these tours to help visitors imagine Seattle during the gold rush by focusing on the surviving buildings and landscapes. Discuss how the gold rush changed the physical face of Pioneer Square and Seattle. Tours might be offered by staff, volunteers, or interpretive partners on a year round basis, perhaps two tours a day during visiting season and holidays.

  Staff led tours heighten the visitor's sense of security in urban areas, however, a range of non-personal alternatives (booklet or brochure, audio, and wayside exhibits) will increase availability, cater to different learning

styles, and provide opportunities for partner involvement (sponsorship). Shop owners might be encouraged to display histories of their buildings with historic photos.

Plaques & Wayside Exhibits

Park staff will…

- Explore the possibility of creating a program that weaves plaques and markers, now on thematically related structures in Pioneer Square and on the waterfront, into an interpretive program.

- Explore ways to install wayside exhibits at thematically related sites in Seattle. Include partners in this discussion and seek their assistance and support.

Publications

Park staff will…

- Develop a scope of sales statement.

- Work with Harpers Ferry Center to revise the park's "unigrid" folder to include information about the new visitor center and increased programming in Pioneer Square.

- Develop a strategy for creating a popular, illustrated history of the Klondike Gold Rush ("handbook" or the equivalent). Talk to the cooperating association and Harpers Ferry Center. Explore ways to include theme-related sites that will connect segments of the overall story.

- Provide partners with materials about the park, new visitor center, and expanded interpretive media that they can include in their newsletters or newspapers.

Programming

Park staff will…

- Develop programming, including use of existing films or audiovisual programs, to help audiences grasp the nature of the gold rush.

- Develop and sponsor a variety of programming options that interpret Seattle's role in supplying goods and services. The supply story can be humanized via programming focused on topics like diet. Develop

additional programs that encourage civic engagement and present the park's themes from multiple points of view. Offer programs that entertain using music and theater from the stampede days of Seattle. Schedule speakers that have insights into the park's themes. Locate and schedule changing theme-related changing exhibits.

Website

Park staff will…

- Adjust the park's website to include new theme-related links, a virtual walking tour, data from existing inventories of structures, and possibly interactive programming (for example a program that illustrates the cost of items via purchases from a fixed amount of money).

- Work with partners to add the park to their Internet links.

Sales

Park staff will…

- Work with the cooperating association to develop several new sales items. Possibilities include:

    A popular, illustrated "handbook" that addresses each of the park's themes and makes connections to the Canadian and Alaskan portions of the story.

    A replica (resin?) of the steamship "Portland."

    Replicas (wooden?) of Pioneer Square buildings.

    Reproduction items from the "ton of goods."

- Invite companies descended from businesses that supplied the gold rush to become partners in interpretation by either funding interpretive media or providing "reproduction" or sales items.

Staffing & Training

Park staff will…

- Offer training to Seattle service workers. Training topics could include both skills and information.

- Offer training to staff who work on cruise ships that originate/terminate in Seattle and carry passengers to Canada and Alaska.

- Experiment with additional duty stations for staff, i.e., more presence in Pioneer Square, at the waterfront, and on cruise ships (funded by the cruise ship lines).

Actions to Address NPS and Park Identity

The move into the Cadillac Hotel, offers a significant opportunity to remind the Seattle region that the park exists and explain what the park offers. Park staff will use this opportunity by…

- Working with exhibit designers to include "attract" features (outside if possible) that entice visitors to enter the new visitor center. The new visitor center must have an obvious presence to pedestrians on the street.

- Developing a media plan that will announce both the completion of the building restoration and the opening of the visitor center and exhibits.

- Updating media sources and contacts. Assign staff to be responsible for handling public relations.

- Introducing the new visitor center before it is open via a promotional display for the current visitor center.

- Working with Historic Seattle to install a sign on the Cadillac Hotel during construction. The sign will introduce casual passersby to the plans for the building.

- Creating ways for interested groups or individuals to help fund the new visitor center. For example, initiate a "Join the Stampede" campaign, create contribution incentives (site specific sales items, for example), install a contribution box in the current visitor center, and post a list of contributors.

- Adjust objectives for a "rack" card or similar promotional publication. Prepare the card and distribute. Make contact with hotel concierges.

- Exploring the idea of advertisements on public transit.

- Working with staff in the support office to improve the park's website. Make sure that the park's homepage appears in response to Internet user

queries. Add additional links to theme-related sites and partners. Add a "we are moving" segment to the park's website.

- Working with the cooperating association to design a custom bookstore that fits into the new Cadillac Hotel site. Spread the word that the new bookstore is the place to go for books on the gold rush and Pioneer Square.

Actions to Strengthen Connections

In order to strengthen the connections among theme-related sites, park staff will…

- Work with exhibit designers to reference partner sites in the new exhibits in the Cadillac Hotel.

- Work with partners to design and produce a joint map that shows gold rush related sites.

- Review website links and add more partner sites as appropriate. Use the website to communicate with partners and interested audiences about the move to the Cadillac Hotel and the development of new interpretive programs and media.

- Continue to distribute the "Stampeder" newspaper produced by the Alaska unit.

- Explore creation of a "friends" group for the Seattle unit of the park.

- Expand dialogue with history partners to include reference to the park in their orientation and interpretive materials.

- Strengthen connections to academic institutions in the region. Explore internships and memoranda of agreement that use students to help the park accomplish its interpretive responsibilities.

- Evaluate the park's volunteer program. Identify a volunteer manager from among park staff. Identify new tasks for volunteers. Recruit to expand diversity. Explore new service learning opportunities for youth groups and students. Design a progression of duties with increasing responsibility. Explore shared volunteer programs with partners or at least joint training programs.

- Evaluate the program that schedules park volunteers on Amtrak trains. Review existing scripts used by the volunteers. Determine which themes

are addressed and whether additional training is needed. Consider a policy that has volunteers work in the park as well as on the trains.

- Design and implement new administrative mechanisms to oversee ORIC. Provide appropriate liaison, supervision, and training.

- Establish and sustain connections with the National Parks & Conservation Association's local center.

- Evaluate park participation in First Thursday—gallery night in Pioneer Square.

Actions to Address Audiences

<u>Educators & Students</u>

The focused discussion on educational programming resulted in several specific actions. Park staff will…

- Begin immediately to work with planners to define the on-site classroom and suggest ways to make the visitor center exhibits and AV educational useful. Suggest ways to ensure that the end product respects multiple intelligences and different learning styles.

- Use evaluation throughout the exhibit planning and design process to ensure that interpretive messages and methods are successful.

- Locate and share with planners the educational standards used in Washington State.

- Develop a strategy that will redesign the park's website. Redesign will: make the database of information on Pioneer Square accessible to educators; integrate visual materials related to the park's stories; offer materials that humanize the park's stories; suggest links to other sources of park-related information and materials; offer a section that allows educators to share information; provide a calendar of events; and suggest ways to use the park and maximize an on-site visit. Use the Internet as a tool for sustaining interaction and for developing new contacts. Design and sustain a "chat room" for educators, allowing teachers to share information.

- Develop additional materials designed to humanize the park's stories. Locate and distribute to educators information about actual participants in the gold rush. Make sure to address diversity and multiple perspectives.

- Prepare more materials that trace the gold rush legacy, including the environmental impact that it had on Seattle as well as the Klondike.

- Provide assistance by developing tour routes that take school groups through Pioneer Square and gather supporting materials. Break the ice by providing tour workshops, advice, and sample tours.

- Work with educators to develop new programs and materials that will encourage use by students at the elementary, middle, and high school levels.

In order to ensure that a cross section of regional schools participate, the park staff will…

- Work with partners to refine and identify sources of funding for field trips and perhaps develop "scholarships" that would pay for buses, parking for parent/teacher cars, and materials.

- Address issues related to parking and transportation for school groups.

In order to involve a cross section of educators and make program materials useful and effective, park staff will...

- Define the makeup and responsibility for a group or groups of advisors from the educational community.

- Encourage teachers to become involved in the park inviting them to park programs and by creating specific programs designed for educators.

- Gather information from those who do visit the park and send follow-up materials. Make and sustain personal contacts with schools.

- Contact groups like the Alliance for Education, teacher unions, the University of Washington, the Washington State Council for the Social Studies, etc., and enlist their help in program devleopment and with program promotion. As new programming is developed, these educators can help the park develop promotional materials.

- Plan an open house for educators designed to call attention to what the park has to offer via the new visitor center and supporting materials.

- Plan to visit schools during in service days.

- Design workshops for educators designed to inform and promote use of the park and Pioneer Square as a classroom.

- Design workshops for staff, using educators partners, that will increase the effectiveness of park/student interaction. February or March are currently an optimal time for these types of workshops.

- Use educator contacts to expand the park's network of contacts.

- Develop a strategy that will maximize the use of park staff for educational programming. Redefine positions, recruit additional volunteers, and/or create incentives that shift patterns of visitation by school groups.

- Develop a mechanism to make use of service learning programs at high schools and colleges.

- Consider limited head fees to support certain types of educational programs, with scholarships for those groups that find cost a burden.

- Develop a strategy for additional outreach and off-site programming in schools, beginning with a funding source(s) that will make outreach sustainable.

Families

In order to serve family groups more effectively, park staff will…

- Evaluate the need for a Junior Ranger program. If needed, build in features that appeal to families and encourage intergenerational interaction. Link all activities to park themes. Include both inside and outside components. Include links to partner sites.

Research & Collection Needs

Strengthened educational programming will require the park to provide additional materials to participating educators. Specifically, park staff will…

- Locate additional materials that humanize the park's stories.

- Provide additional materials that will help educators offer tours of Pioneer Square.

The move to the Cadillac Hotel could have considerable impact on where staff perform their duties. During the transition, the park will…

- Use any available time to experiment with new programming and expand the menu of walking tours offered.

- Recruit and train additional volunteers for tasks carefully defined in advance.

- Evaluate and adjust the training provided for volunteers on Amtrak trains.

Note: Each of these items is listed elsewhere in the plan. They are repeated here for easy reference.

Staffing Needs

Based on the Servicewide Interpretive Report for 2002, the park had 2.6 permanent FTE and 1.7 temporary FTE devoted to interpretation for a total of 4.3 FTE. Volunteers, including those who staff Amtrak trains, added an additional 1.4 FTE.

To achieve that level of FTE, the park had 4 permanent positions (two rangers and two guides) and 3 temporary positions.

Nearly half of all FTE was dedicated to visitor center desk duty, with an additional 24% for informal interpretation inside the visitor center.

Only seven per cent of available FTE was dedicated to educational programming, and only two per cent to formal interpretive programs.

In order to implement the actions contained in this plan, the park needs to…

- Dedicate a total of at least one FTE to planning the new visitor center. Several options are possible. Currently the park has a park ranger position vacant, and intends to fill it with a ranger who has experience with educational programs. When fully staffed, a new division of duties, including additional support for planning will be possible. The park also could seek funding for a term or temporary position to provide additional staff hours for planning. Options need to be explored immediately via parkwide strategic planning discussions.

- Even with the park fully staffed, an additional .5 FTE will be needed to reach the potential described in this plan. The additional FTE will be devoted to expanded educational programming, strengthened educational partnerships, additional outreach to other partners, additional programming linked to the new visitor center, and additional tours of Pioneer Square required to link the park to its surroundings.

- In addition, the park will shift more desk duty to volunteers recruited and trained for the task. Park uniformed staff will continue to be a presence, but will conduct programming and tours rather than staff the information desk.

Action Plan

Actions to Address New Visitor Center

Action	Who?	FY04	FY05	FY06	FY07	FY08…	Funds
Dedicate FTE to planning	P, SO	X	X				ONPS
Plan opening	P, PTN, NWIA, SO		X				ONPS
Create "coming soon" exhibit in current VC	P, SO, EDX	X					ONPS
Develop strategy for staff use; Consider more walking tours	P		X				ONPS
Continue education programs	P, PTN	X	X	X	X	X	ONPS, NWIA
Set up contact station in new VC & ID staff	P, EDX	X	X				Unfunded
Install changing exhibit in new VC	P, EDX		X				Unfunded
Set up temporary sales in new VC	P, NWIA		X				NWIA
Work on new AV	P, SO, HFC	Define funding		Produce			Unfunded
Work on new thematic exhibits	P, SO, EDX	X	X				Phase 1 funded
Work on Cadillac Hotel exhibit	P, SO, PTN, EDX	X	X				Unfunded
Work on orientation & partner exhibits	P, SO, PTN, EDX	X	X				Unfunded
Develop new walking tours	P			X			ONPS
Develop self-guided tours	P			X			Unfunded
Make plaque program interpretive	P					X	ONPS
Explore wayside exhibits	P, PTN				X		Unfunded
Prepare a scope of sales statement	P, NWIA	X					ONPS
Work on revised unigrid	P, HFC	X	X				HFC
Develop "handbook"	P, NWIA					X	Unfunded
Provide information to partners	P, PTN	List	Distribute	X	X	X	ONPS

Actions to Address New Visitor Center, continued

Action	Who?	FY04	FY05	FY06	FY07	FY08…	Funds
Develop new programming linked to themes	P, NWIA	X	X	X	X	X	ONPS, NWIA
Eval. & adjust website	P	Evaluate	Adjust	Sustain	X	X	ONPS, Unfunded
Develop scope of sales & new sales items	P, NWIA	Scope	New items	X		X	ONPS, NWIA
Offer training to service workers	P				X	X	ONPS
Provide info. & offer training to cruise lines	P		Info.		Train	X	ONPS
Experiment with new duty stations	P		Exp.		Implem.		ONPS Unfunded

Actions to Address Identity

Action	Who?	FY04	FY05	FY06	FY07	FY08…	Funds
Work on "attract" features for new VC	P, SO, EDX	X	X				ONPS. Unfunded
Dev. media contacts & update media lists	P		X		X		ONPS
Install exterior sign on Cadillac Hotel	P, PTN	X					Unfunded
Create funding options for VC media	P	X					ONPS
Adjust "rack" card	P	X	X	X	X	X	ONPS, NWIA
Explore ads on transit	P					X	ONPS
Adjust website	P	X					ONPS
Work on new bookstore	P, NWIA EDX	X	X				ONPS, NWIA

Actions to Address Connections

Action	Who?	FY04	FY05	FY06	FY07	FY08…	Funds
Work on Pioneer Square map	P, PTN					X	Unfunded
Continue distribution of "Stampeder"	P	X	X	X	X	X	NWIA
Explore Friends group	P	X	X				ONPS
Expand dialogue with history partners	P, PTN	X	X	X	X	X	ONPS
Expand dialogue with academic partners	P, PTN	X	X	X	X	X	ONPS
Evaluate volunteer program	P			X	X		ONPS
Evaluate Amtrak program	P			X			ONPS
Administer ORIC	P, PTN	X	X	X	X	X	ONPS
Interact with NPCA	P, PTN			X	X	X	ONPS
Evaluate 1st Thursday participation	P	X					ONPS

Actions to Address Audiences

Action	Who?	FY04	FY05	FY06	FY07	FY08…	Funds
Define classroom use and design of exhibits	P, SO, EDX	X	X				Phase 1
Inform design team of ed. standards	P, SO, EDX	X					ONPS
Add educational page to website	P			X			ONPS
Design ed. materials & plan teacher workshops	P	Complete grant		X			ONPS, NWIA
Develop new curr-based material	P, PTN		X				ONPS
Define need for scholarships	P, PTN				X		ONPS
Address transportation needs of ed. groups	P, City					X	Unfunded
Define ed. group consultants	P, PTN	X					ONPS
Disseminate info. to educators	P, PTN			X			ONPS
Develop workshops for staff	P, PTN				X		
Develop strategy to distribute ed. group visitation	P, PTN				X		ONPS
Develop mechanism for in service teacher training	P, PTN				X		ONPS
Consider head fees for ed. groups	P			X			ONPS
Develop additional outreach	P, PTN			Funding		X	Unfunded
Evaluate Junior Ranger Program	P			X			ONPS

Participants

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Education Group:

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Appendix 1
Programmatic Accessibility
Guidelines for Interpretive Media

All new interpretive programming will be developed according to the "Guidelines for Interpretive Media" finalized in June 1996 by the Accessibility Task Force at the NPS's Harpers Ferry Center.

Statement of Purpose
This document is a guide for promoting full access to interpretive media to ensure that people with physical and mental disabilities have access to the same information necessary for safe and meaningful visits to National Parks. Just as the needs and abilities of individuals cannot be reduced to simple statements, it is impossible to construct guidelines for interpretive media that can apply to every situation in the National Park System.

These guidelines define a high level of programmatic access which can be met in most situations. They articulate key areas of concern and note generally accepted solutions.

Due to the diversity of park resources and the variety of interpretive situations, flexibility and versatility are important.

Each interpretive medium contributes to the total park program. All media have inherent strengths and weaknesses, and it is our intent to capitalize on their strengths and provide alternatives where they are deficient. It should also be understood that any interpretive medium is just one component of the overall park experience. in some instances, especially with regard to learning disabilities, personal services, that is one-on-one interaction, may be the most appropriate and versatile interpretive approach.

In the final analysis, interpretive design is subjective, and dependent on both aesthetic considerations as well as the particular characteristics and resources available for a specific program. Success or failure should be evaluated by examining all interpretive offerings of a park. Due to the unique characteristics of each situation, parks should be evaluated on a case by case basis. Nonetheless, the goal is to fully comply with NPS policy:

"...To provide the highest level of accessibility possible and feasible for persons with visual, hearing, mobility, and mental impairments, consistent with the obligation to conserve park resources and preserve the quality of the park experience for everyone."
NPS Special Directive 83-3, Accessibility for Disabled Persons

Audiovisual Programs
Audiovisual programs include motion pictures, sound/slide programs, video programs, and oral history programs. As a matter of policy, all audiovisual programs produced by the Harpers Ferry Center will include some method of captioning. The Approach used will vary according to the conditions of the installation area and the media format used, and will be selected in consultation with the parks and regions.

The captioning method will be identified as early as possible in the planning process and will be presented in an integrated setting where possible. To the extent possible, visitors will be offered a choice in viewing captioned or uncaptioned versions, but in situations where a choice is not possible or feasible, a captioned version of all programs will be made available. Park management will decide on the most appropriate operational approach for the particular site.

Guidelines Affecting Mobility Impaired Visitors
1. The theater, auditorium, or viewing area should be accessible and free of architectural barriers, or alternative accommodations will be provided. UFAS 4.1.

2. Wheelchair locations will be provided according to ratios outlined in UFAS 4.1.2(18a).

3. Viewing heights and angles will be favorable for those in designated wheelchair locations.

4. In designing video or interactive components, control mechanisms will be placed in accessible location, usually between 9" and 48" from the ground and no more than 24" deep.

Guidelines Affecting Visually Impaired Visitors

1. Simultaneous audio description will be considered for installations where the equipment can be properly installed and maintained.

Guidelines Affecting Hearing Impaired Visitors

1. All audiovisual programs will be produced with appropriate captions.
2. Copies of scripts will be provided to the parks as a standard procedure.

3. Audio amplification and listening systems will be provided in accordance with UFAS 4.1.2(18b).

Guidelines Affecting Learning Impaired Visitors

1. Unnecessarily complex and confusing concepts will be avoided.

2. Graphic elements will be chosen to communicate without reliance on the verbal component.

3. Narration will be concise and free of unnecessary jargon and technical information.

Exhibits

Numerous factors affect the design of exhibits, reflecting the unique circumstances of the specific space and the nature of the materials to be interpreted. It is clear that thoughtful, sensitive design can go a long way in producing exhibits that can be enjoyed by a broad range of people. Yet, due to the diversity of situations encountered, it is impossible to articulate guidelines that can be applied universally.

In some situations, the exhibit designer has little or no control over the space. Often exhibits are placed in areas ill suited for that purpose, they may incorporate large or unyielding specimens, may incorporate sensitive artifacts which require special environmental controls, and room decor or architectural features may dictate certain solutions. All in all, exhibit design is an art which defies simple description. However, one central concern is to communicate the message to the largest audience possible. Every reasonable effort will be made to eliminate any factors limiting communication through physical modification or by providing an alternate means of communication.

Guidelines Affecting Mobility Impaired Visitors

1. Exhibit space will be free of physical barriers or a method of alternate accommodation shall be provided.

2. All pathways, aisles, and clearances will meet standards set forth in UFAS 4.3. Generally a minimum width of 36" will be provided.

3. Ramps will be as gradual as possible and will not exceed a slope of 1" rise in 12" run, and otherwise conform with UFAS 4.8.

4. Important artifacts, labels, and graphics, will be placed at a comfortable viewing level relative to their size. Important text will be viewable to all visitors. Display cases will allow short or seated people to view the contents and the labels. Video monitors associated with exhibits will be positioned to be comfortably viewed by all visitors.

5. Lighting will be designed to reduce glare or reflections, especially when viewed from a wheelchair.

6. Ground and floor surfaces near the exhibit area will be stable, level, firm, and slip-resistant. (UFAS 4.5).

7. Operating controls or objects to be handled by visitors will be located in an area between 9" and 48" from the ground and no more than 24" deep. (UFAS 4.3)

8. Horizontal exhibits (e.g. terrain model) will be located at a comfortable viewing height.

9. Information desks and sales counters will be designed for use by visitors and employees using wheelchairs, and will include a section with a desk height no greater than 32 to 34 inches, with at least a 30 inch clearance underneath. The width should be a minimum of 32 inches vertical, with additional space provided for cash registers or other equipment, as applicable.

10. Accessibility information about the specific park should be available at the information desk and the international symbol of access will be displayed where access information is disseminated.

11. Railings and barriers will be positioned in such a way as to provide unobstructed viewing by persons in wheelchairs.

Guidelines Affecting Visually Impaired Visitors

1. Exhibit typography will be selected with readability and legibility in mind.

2. Characters and symbols shall contrast with their backgrounds, either light characters on a dark background or dark characters on a light background. (UFAS 4.30.3)

3. Tactile and participatory elements will be included where possible.

4. Audio description will be provided where applicable.

5. Signage will be provided to indicate accessible rest rooms, telephones, and rest rooms elevators. (UFAS 4.30)

Guidelines Affecting Hearing Impaired Visitors

1. Information presented via audio formats will be duplicated in a visual medium, either in the exhibit copy or by printed material.

2. Amplification systems and volume controls will be incorporated to make programs accessible to the hard of hearing.

3. Written text of all audio narrations will be provided.

4. All narrated AV programs will be captioned.

5. Allowance for Telecommunication Devices for the Deaf (TDD) will be included into information desk designs.

Guidelines Affecting Learning Impaired Visitors

1. Exhibits will avoid unnecessarily complex and confusing topics.

2. Graphic elements will be developed to communicate non-verbally.

3. Unfamiliar expressions and technical terms will be avoided and pronunciation aids will be provided where appropriate.

4. To the extent possible, information will be provided in a manner suitable to a diversity of abilities and interests.

5. Where possible, exhibits will be multi-sensory. Techniques to maximize the number of senses utilized in an exhibit will be encouraged.

6. Exhibit design will be cognizant of directional handicaps and will utilize color and other creative approaches to facilitate comprehension of maps.

Historic Furnishings

Historically refurnished rooms offer the public a unique interpretive experience by placing visitors within historic spaces. Surrounded by historic artifacts visitors can feel the spaces "come alive" and relate more directly to the historic events or personalities commemorated by the park.

Accessibility is problematical in many NPS furnished sites because of the very nature of historic architecture. Buildings were erected with a functional point of view that is many times at odds with our modern views of accessibility.

The approach used to convey the experience of historically furnished spaces will vary from site to site. The goals, however, will remain the same, to give the public as rich an interpretive experience as possible given the nature of the structure.

Guidelines Affecting Mobility Impaired Visitors

1. The exhibit space should be free of architectural barriers or a method of alternate accommodation should be provided, such as slide programs, videotaped tours, visual aids, dioramas, etc.

2. All pathways, aisles, and clearances shall (when possible) meet standards set forth in UFAS 4.3 to provide adequate clearance for wheelchair routes.

3. Ramps shall be as gradual as possible and not exceed a 1" rise in 12" run, and conform with UFAS 4.8.

4. Railings and room barriers will be constructed in such a way as to provide unobstructed viewing by persons in wheelchairs.

5. In the planning and design process, furnishing inaccessible areas, such as upper floors of historic buildings, will be discouraged unless essential for interpretation.

6. Lighting will be designed to reduce glare or reflections when viewed from a wheelchair.

7. Alternative methods of interpretation, such as audiovisual programs, audio description, photo albums, and personal services will be used in areas which present difficulty for the physically impaired.

Guidelines Affecting Visually Impaired Visitors

1. Exhibit typefaces will be selected for readability and legibility, and conform with good industry practice.

2. Audio description will be used to describe furnished rooms, where appropriate.

3. Windows will be treated with film to provide balanced light levels and minimize glare.

4. Where appropriate, visitor-controlled rheostat-type lighting will be provided to augment general room lighting.

5. Where appropriate and when proper clearance has been approved, surplus artifacts or reproductions will be utilized as "hands-on" tactile interpretive devices.

Guidelines Affecting Hearing Impaired Visitors

1. Information about room interiors will be presented in a visual medium such as exhibit copy, text, pamphlets, etc.

2. Captions will be provided for all AV programs relating to historic furnishings.

Guidelines Affecting the Learning Impaired

1. Where appropriate, hands-on participatory elements geared to the level of visitor capabilities will be used.

2. Living history activities and demonstrations which utilize the physical space as a method of providing multi-sensory experiences will be encouraged.

Publications
A variety of publications are offered to visitors, ranging from park folders which provide an overview and orientation to a park to more comprehensive handbooks. Each park folder should give a brief description of services available to the disabled, list significant barriers, and note the existence of TDD phone numbers, if available.

In addition, informal site bulletins are often produced to provide more specialized information about a specific site or topic. It is recommended that each park produce an easily updatable "Accessibility Site Bulletin" which could include detailed information about the specific programs, services, and opportunities available for the disabled and to describe barriers which are present in the park. These bulletins should be in reasonably large type, 18 points or larger.

Guidelines Affecting Mobility Impaired Visitors

1. Park folders, site bulletins, and sales literature will be distributed from accessible locations and heights.

2. Park folders and Accessibility Site Bulletins should endeavor to carry information on the accessibility of buildings, trails, and programs by the disabled.

Guidelines Affecting Visually Impaired Visitors

1. Publications will be designed with the largest type size appropriate for the format.

2. Special publications designed for use by the visually impaired should be printed in 18 point type.

3. The information contained in the park folder should also be available on audio cassette. Handbooks, accessibility guides, and other publications should be similarly recorded where possible.

Guidelines Affecting Hearing Impaired Visitors

1. Park site bulletins will note the availability of such special services as sign language interpretation and captioned programs.

Guidelines Affecting Learning Impaired Visitors

1. The park site bulletin should list any special services available to this group.

Wayside Exhibits
Wayside exhibits, which include outdoor interpretive exhibits and signs, orientation shelter exhibits, trailhead exhibits, and bulletin boards, offer special advantages to disabled visitors. The liberal use of photographs, artwork, diagrams, and maps, combined with highly readable type, make wayside exhibits an excellent medium for visitors with hearing and learning impairments. For visitors with sight impairments, waysides offer large type and high legibility.

Although a limited number of NPS wayside exhibits will always be inaccessible to visitors with mobility impairments, the great majority are placed at accessible pullouts, viewpoints, parking areas, and trailheads.

The NPS accessibility guidelines for wayside exhibits help insure a standard of quality that will be appreciated by all visitors. Nearly everyone benefits from high quality graphics, readable type, comfortable base designs, accessible locations, hard-surfaced exhibit pads, and well-landscaped exhibit sites.

While waysides are valuable on-site "interpreters," it should be remembered that the park resources themselves are the primary things visitors come to experience. Good waysides focus attention on the features they interpret, and not on themselves. A wayside exhibit is only one of the many interpretive tools which visitors can use to enhance their appreciation of a park.

Guidelines Affecting Mobility Impaired Visitors

1. Wayside exhibits will be installed at accessible locations whenever possible.

2. Wayside exhibits will be installed at heights and angles favorable for viewing by most visitors including those in wheelchairs. For standard NPS low-profile units the recommended height is 30 inches from the bottom edge of the exhibit panel to the finished grade; for vertical exhibits the height of 6-28 inches.

3. Trailhead exhibits will include an accessibility advisory.

4. Wayside exhibits sites will have level, hard surfaced exhibit pads.

5. Exhibit sites will offer clear, unrestricted views of park features described in exhibits.

Guidelines Affecting Visually Impaired Visitors

1. Exhibit type will be as legible and readable as possible.

2. Panel colors will be selected to reduce eye strain and glare, and to provide excellent readability under field conditions. White should not be used as a background color.

3. Selected wayside exhibits may incorporate audio stations or tactile elements such as models, texture blocks, and relief maps.

4. For all major features interpreted by wayside exhibits, the park should offer non-visual interpretation covering the same subject matter. Examples include cassette tape tours, radio messages, and ranger talks.

5. Appropriate tactile cues should be provided to help visually impaired visitors locate exhibits.

Guidelines Affecting Hearing Impaired Visitors

1. Wayside exhibits will communicate visually, and will rely heavily on graphics to interpret park resources.

2. Essential information included in audio station messages will be duplicated in written form, either as part of the exhibit text or with printed material.

Guidelines Affecting Learning Impaired Visitors

1. Topics for wayside exhibits will be specific and of general interest. Unnecessary complexity will be avoided.

2. Whenever possible, easy to understand graphics will be used to convey ideas, rather than text alone.

3. Unfamiliar expressions, technical terms, and jargon will be avoided. Pronunciation aids and definitions will be provided where needed.

4. Text will be concise and free of long paragraphs and wordy language.

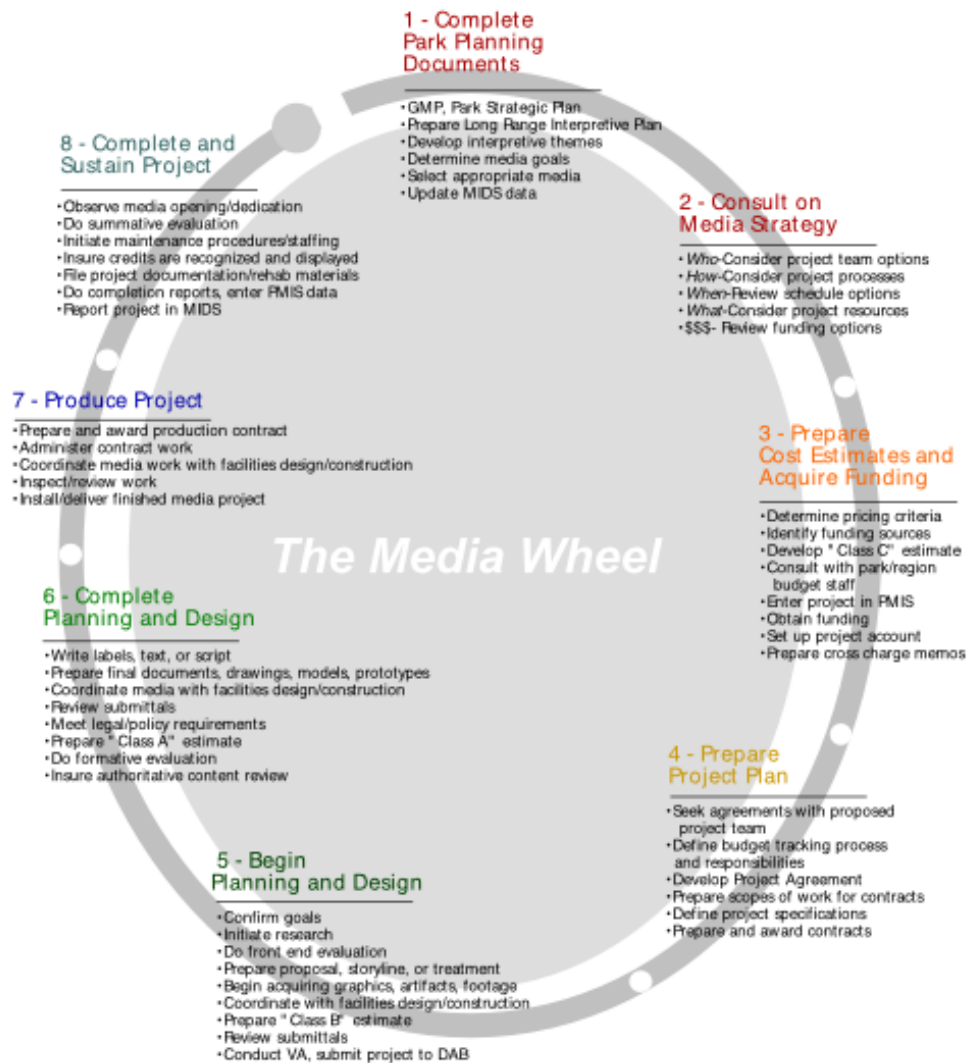# Appendix 2

Media Development Process

National Park Service
U.S. Department of the Interior

Harpers Ferry Center
Interpretive Media Institute

Media Development Process

General phases of development for museum exhibits, wayside exhibits, audiovisual programs, historic furnishings, and publications. These phases apply to National Park Service media work produced through Harpers Ferry Center, contractors, or other sources.

1 - Complete Park Planning Documents
- GMP, Park Strategic Plan
- Prepare Long Range Interpretive Plan
- Develop interpretive themes
- Determine media goals
- Select appropriate media
- Update MIDS data

8 - Complete and Sustain Project
- Observe media opening/dedication
- Do summative evaluation
- Initiate maintenance procedures/staffing
- Insure credits are recognized and displayed
- File project documentation/rehab materials
- Do completion reports, enter PMIS data
- Report project in MIDS

2 - Consult on Media Strategy
- *Who*-Consider project team options
- *How*-Consider project processes
- *When*-Review schedule options
- *What*-Consider project resources
- *$$$*- Review funding options

7 - Produce Project
- Prepare and award production contract
- Administer contract work
- Coordinate media work with facilities design/construction
- Inspect/review work
- Install/deliver finished media project

3 - Prepare Cost Estimates and Acquire Funding
- Determine pricing criteria
- Identify funding sources
- Develop "Class C" estimate
- Consult with park/region budget staff
- Enter project in PMIS
- Obtain funding
- Set up project account
- Prepare cross charge memos

The Media Wheel

6 - Complete Planning and Design
- Write labels, text, or script
- Prepare final documents, drawings, models, prototypes
- Coordinate media with facilities design/construction
- Review submittals
- Meet legal/policy requirements
- Prepare "Class A" estimate
- Do formative evaluation
- Insure authoritative content review

4 - Prepare Project Plan
- Seek agreements with proposed project team
- Define budget tracking process and responsibilities
- Develop Project Agreement
- Prepare scopes of work for contracts
- Define project specifications
- Prepare and award contracts

5 - Begin Planning and Design
- Confirm goals
- Initiate research
- Do front end evaluation
- Prepare proposal, storyline, or treatment
- Begin acquiring graphics, artifacts, footage
- Coordinate with facilities design/construction
- Prepare "Class B" estimate
- Review submittals
- Conduct VA, submit project to DAB

Media Wheel.fp3
July 3, 2002